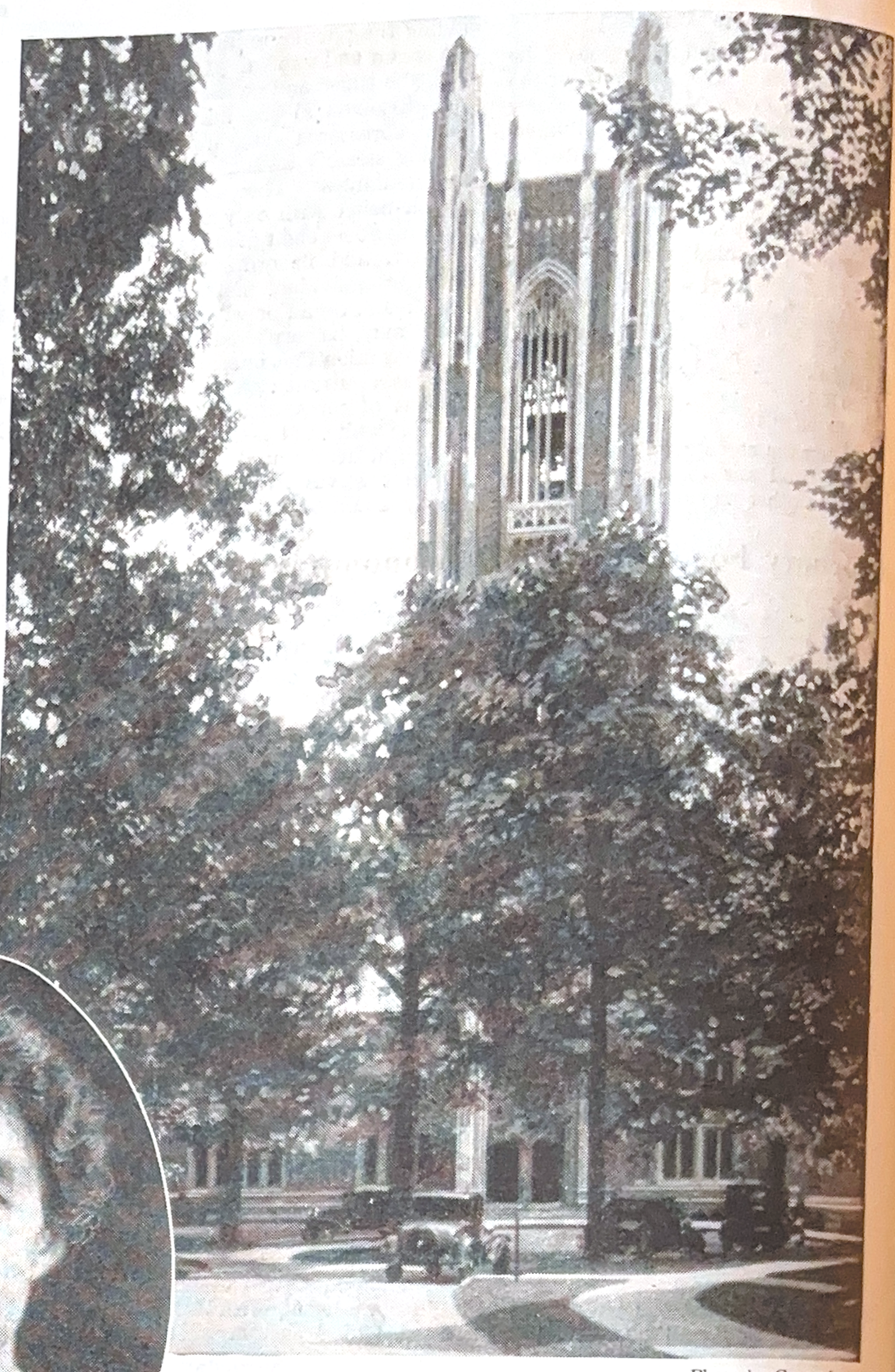
WELLESLEY

Training School for Life As a Science and an Art

BY FLORENCE YODER WILSON



The Gothic Spires of the new Administration Building

Photo by Cosmades

WE were standing in the quadrangle, looking up at the shadowy heights of Tower Court, Lake Waban faintly gleaming behind us, where it was touched by the glow from the lights of the great building which spread out before us. The graduate had insisted that we visit the college immediately upon our arrival, although it was night, and it seemed improbable that we could see anything of the campus.

"That's Tower," she said simply. "That room up there," pointing as she said it to the right, "was mine." No word about her scholastic accomplishments, which I knew were considerable, but just that quiet statement to the effect that she had lived in Tower Court. A sort of amazement flooded over me.

It was as if I had been told a whole novel in a moment. The full significance of what college life might mean, in all of its ramifications, touched me. Not just a place in which to be taught, but a place in which one learned to live. Not just a place for the grafting of knowledge on the individual, but a place where the technique in the art of harmonious living with one's fellows was so deftly imparted that after five years one could hurry back by night and stand reverently as an outsider, looking in, and say, "That room was mine."

OF course, Wellesley is not alone in having to meet this twofold problem, but it seems to me that in some ways the Fates have been particularly gracious to this college for women which has hardily shouldered its double responsibility for more than half a century. For this reason, my visit to Wellesley has resulted not in an attempt to describe the academic facilities of the college, but to show if possible how through the sane administration of the actual lives of the students, experience in the art of life itself is given them.

Those who want the other side of the picture can get it from the army of bulletins and articles supplied by the registrar. But my interest was not so easily satisfied. It was as if I had been told that a certain girl was excellent in her studies, and of good report, and I had replied, "Yes, but what kind of a mother and father had she, and what does her environment do to develop her as a human being?" One can begin in no better way than with an explanation of how the rooms in the great new portion of the college, particularly Tower Court, are apportioned.

The graduate explained it to me as we left the inn and started in the car towards the campus. We were in the little village of Wellesley, where, in houses, some large, some small, like private homes, most of the freshmen are housed. All of the buildings, she explained, are under the supervision of the college, college owned and operated, the freshmen coming and going to the campus either on foot, or on their faithful bikes. Until they have become sophomores most of them cannot aspire to campus life, although it is the aim of the trustees that some day they can be accommodated there.

Meantime they learn their p's and q's, watched over by house-mothers, represented in the student council and guided by the flock of juniors detailed to take them under their wings.

ONCE inside the gates, we were on the campus itself, a great tract of three hundred acres where all of the main buildings are located. Here, in addition to the three dormitories of the Tower or Lake group, are the administration building, buildings for separate departments, the college societies, and thirteen other dormitories.

No special privilege can enable a girl to live in the Lake group of dormitories. The fact that she is a sophomore, a junior, or a senior, matters not. Nor can money buy her the best room in college. There is but one price for all rooms. Fate itself gives her the right to choose to live where she pleases. And a surprising number of girls choose the smaller houses where their friends live, rather than accept the grandeur of Tower Court, or Severance, or Claflin, without them.

Mrs. MARY CROSS EWING
Dean of Residence

Each year the entire student body draws for rooms, those drawing the lowest numbers being allowed first choice of all rooms in college. Number seven has had but six ahead of her, but three hundred must take what she can get. In this way, class distinctions are broken up, the senior, the junior and the sophomore rub elbows, rich girls mix with those less fortunate financially, and the whole student body mingles in what is the nearest approximation to normal family life, in a home.

The seniors draw first, then the juniors, one-third of each house being reserved for each class.

So we have as a very basis for college life acceptance of fate, discrimination as to one's own choice once that fate is operative, and the further problem of living harmoniously in the resulting environment.

The separative aspect is almost entirely eliminated. In spite of herself the solitary student type is drawn out by her surroundings, and the socially inclined held to her course by the firm insistence upon academic standards.

And if you might think that this, in itself was no difficult procedure, read for yourself any daily account of the activities of the ordinary student's social life, and then turn in the bulletin to the required course of study. Mix with these an abundance of natural health and curiosity, and you have an excellent problem in human behavior.

TO understand how this problem is met I journeyed to the office of Mrs. Mary Cross Ewing, dean of all non-academic affairs at Wellesley.

"We do not strive for scholarship alone here at Wellesley. Of equal importance to us is the training of the individual girl in the art of living. Side by side with the courses of study which have been painstakingly built up for over half a century, a similar building process, having to do with the actual social life of the girls, has been going on. As important as the degree itself is the problem of harmonizing this technique of living with the technique of study and attainment."

It was on my second visit to Mrs. Ewing at Wellesley that this sentiment was voiced, although the very enumeration of the scope of her activities, discussed on the day previous, was in itself a testimonial to the twofold nature of the motive.

LISTED briefly in the college bulletin as "Dean of Residence," Mrs. Ewing's position gives little suggestion of its manifold nature. Like the words "wife" and "mother" it conceals within its interpretation a whole army of major and minor activities which can be designated as jobs. The exercise of a little imagination will help. Education outside of the home having been provided, consider for a moment what might be meant by a "mother's duty to her girls." This would include the supplying of good food, a place to sleep, a place in which to receive friends, guidance in all social matters, the placing of certain cultural advantages within easy reach, and the upholding of a standard of self-discipline and morality fair both to the girl and the group with which she is identified — the family as a unit.

Linger a little on the amazing intricacies of this position in regard to, say one daughter, and then multiply it by fifteen hundred plus. In this way you may have some idea of the proportions of the problem confronting Dean Ewing and the fifteen hundred or more girls who make up the student body of Wellesley College.

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Five Prize Soups for February

THESE soups are excellent for February menus, being exceptionally rich in desirable food values. They are the "leftover" one-dollar prize soups that were crowded out of the January issue. The bean soup and the Italian minestrone make a complete meal, with a salad or fruit dessert and enough crackers or toast or bread and butter. The other three are savory and nutritious but more delicate. The oyster bisque made such a grand success at a dinner recently at our house that it almost spoiled the party by crowding out all other topics of conversation. Soups really should be seen (and eaten) but not heard!

Italian Vegetable Soup (Minestrone)

¼ cup olive oil
2 ounces butter (4 tablespoons)
1 clove garlic (may omit)
1 cup cabbage
¼ cup carrots
1 stalk leeks
2 stalks celery
6 spinach leaves
1 medium onion
¼ teaspoon ground pepper
¼ sweet green pepper
4 diced potatoes
1 boiled potato
¼ cup peas
3½ quarts beef stock (salted)
¼ cup rice
1 teaspoon Italian tomato paste, or 1 tablespoon chili sauce or catchup
Salt to taste

Chop all the vegetables quite fine except potatoes and peas. Put olive oil and butter in soup kettle and heat until butter is melted, then add vegetables and fry until golden brown; combine with strained beef stock, potatoes, tomato paste and pepper. Cover kettle closely and simmer gently for one hour, then mash the whole potato to thicken soup a little; add rice and boil twenty minutes longer or until rice is cooked. Add grated Italian Parmesan cheese just before serving. Rice may be replaced by one-half cup of raw spaghetti.

Mrs. Rinaldo Marchi, Barre, Vt.

Onion Soup au Gratin

Make a stock from four pounds of beef (shin) and a four-pound knuckle of veal, two onions, one carrot and a bit of minced celery and parsley. Add (tied in cheesecloth) six cloves, one bay leaf, six coriander seeds (crushed), and twelve peppercorns. Season with salt to taste (about one tablespoon). Add four quarts of cold water and simmer, covered, for four hours. Remove scum as formed. After stock is done, strain and skim when cold. The stock should be strong and well flavored (about two quarts).

Peel and slice thinly twelve medium-sized onions. Fry in butter until tender and of a golden brown. Place in bottom of a deep casserole and cover with very thin slices of toasted bread. Cover these with grated yellow cheese (one-half cup or more, according to taste). Fill casserole with stock and cook slowly in oven, covered, for one hour. Serve with grated Parmesan cheese. Six to eight portions.

Bernice Westhus, St. Louis, Mo.

(For six cups of stock, use two cans of consomme with three cups of water, or six bouillon cubes to six cups of water, and simmer with these seasonings and vegetables, for half an hour, for quick work and good results if stock is not convenient. Also, half an hour in a moderate oven will answer.—A. P.)

Black Bean Soup

2 cups black beans
2 quarts cold water
1 onion
4 peppercorns
4 whole cloves
1 bay leaf
1 ham bone
2 hard-boiled eggs
1 lemon
Salt

Wash, then soak beans overnight. In the morning drain, add the cold water, ham bone, and one onion. Cook very slowly about two hours, or until beans are soft enough to mash. (It may be necessary to add more cold water. If so, add small amounts at a time to prevent a thin, unpalatable flavor.) Stir frequently to avoid beans scorching. Rub through a coarse strainer, add seasonings, and cook again until thick. Cut lemon and eggs in thin slices. Pour soup into tureen, carefully arrange lemon and egg slices on top. The lemon may be pierced in center with a whole clove or a wisp of parsley. Six or eight portions.

Mrs. D. H. Spitzli, East Orange, N. J.

(*Variations:* Navy beans, lentils or lima beans may be used in place of black beans, or leftover or canned baked beans with only three pints of water and an hour's cooking. Fried diced bacon or salt pork (one-eighth pound) may be used instead of the ham bone.—A. P.)

A Choice Chowder and a Delicate Bisque

Maine Milk Clam Chowder

¼ pound salt pork
1 onion
2 large white potatoes
3 cups quahaugs
1 tablespoon butter
Salt and pepper
3 tablespoons flour
1 quart sweet milk

Try out the diced salt pork in a deep kettle, but do not brown it.

Grate in the onion, add diced potatoes and cover with boiling water. Allow to simmer for ten minutes. Then thicken with flour and water, stirred to a paste. Add milk and bring to the boiling point. Add butter, seasonings and chopped clams, and heat on back of stove or in double-boiler. Do not allow to boil.

Louise Barnett, Nantucket, Mass.

(*Comment:* Another safe way to insure well-cooked flour, and no curdling or over-cooking of milk, is to make a white sauce of the milk, flour, butter and seasonings. Add the clams to the potato and pork mixture and boil for ten minutes, combining with the hot white sauce when ready to serve.

This is a basic recipe for the milk New England chowder. It is excellent with two cups of evaporated milk or cream and two cups milk, using only two tablespoons of flour.

The Manhattan clam chowder is really a tomato-vegetable soup with two-thirds teaspoon of thyme and at least three dozen minced clams to two quarts of chowder. — A. P.)

Oyster Bisque

1 cup liquor from oysters
2 cups oysters
3 tablespoons butter
½ teaspoon salt
1/16 teaspoon pepper
1 egg yolk
1 teaspoon parsley
3 cups whole milk
2 tablespoons flour

Heat oysters in their liquor till edges curl (do not boil). Strain, reserving liquor. Chop oysters and press through sieve or ricer, return to liquor, add one cup of milk. Rub butter and flour together to smooth paste; add very slowly, one cup of milk, stirring well to keep smooth. Stir slowly into the oyster mixture; continue to stir till it begins to thicken. Blend remaining milk with lightly beaten egg yolk and seasonings and add slowly. Allow to heat about three minutes over low flame, stirring frequently, or in double-boiler. It must not boil. Add minced parsley, and serve hot with oyster crackers or toasted bread triangles. Serves four or five.

Bessie G. Chandler, Nashville, Tenn.

(*Variation:* For oyster soup, decrease flour to one tablespoon and add whole oysters last with milk and egg yolk. Some like a dash of mace, one-sixteenth teaspoon, as a flavor, or two teaspoons worcestershire sauce. This same recipe, with minced clams or crab or lobster (fresh or canned), without sieving, give excellent cream soups, using a cup of cream or evaporated milk in place of the oyster liquor. — A. P.)

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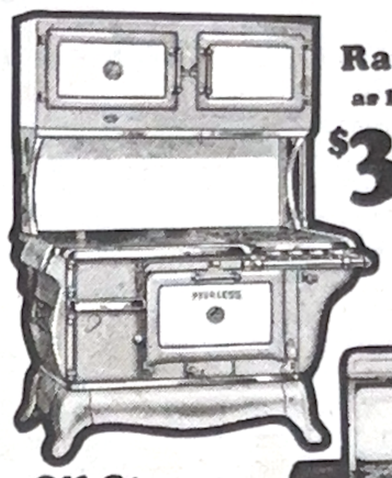

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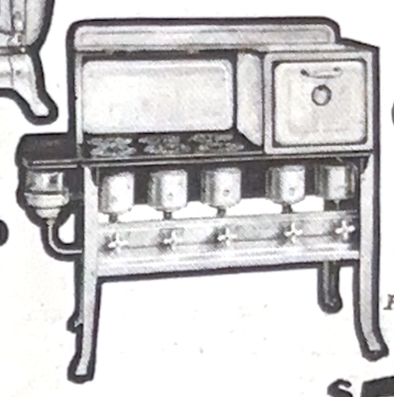

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